



## August E-News

WEDNESDAY 1ST AUGUST 2012

### VIP SPECIAL - AURAL 101!!!

Hey Everyone, we have a super special for you this month. Considering the HSC is here and students are madly preparing for the exam, Aural is one area that needs a little work. We are offering 25% off the Aural 101 Course.

This course contains:

A Teacher Booklet

A Student Booklet

A Style Investigation Booklet (great for refining skills)

A Double CD Pack.

### AURAL 101 WORKSHOPS

The Aural 101 Workshop is designed to give students a plan of how to answer the Music 1 questions in the HSC. It assumes that the students have sound musical knowledge and experience. It is not designed to teach them the elements of music, however, it is going to teach them how to manipulate their knowledge using:

- real time listening with a texture graph
- concise point form
- question keywords
- the who, what, how and why
- assumed knowledge
- style lists

These workshops are conducted by the author of this technique, Kerri Lacey. With over 20 years teaching experience, Kerri is able to bridge the gap between listening and writing. The workshop options available are:

WORKSHOP DATES AVAILABLE - Wednesday afternoon, Thursday and Saturday during Term 3, 2012.

### ACCESS AREA

In the Access Area this month, you will find a very helpful lesson plan on Drumming for Low Literacy Students. These series of activities do help build the confidence of this type of learner.

### FREE LESSON PLANS

In this E-News, I have a special lesson plan organised:

- We Didn't Start The Fire

In the coming months, we have some fantastic lesson plans headed your way including Art Rock, Jazz, Contemporary Classics, Music Games, Music and Movies and many more.

### In This Issue

- Aural 101
- Workshops
- Access Area - Drumming for Low Literacy Students
- Free Lesson Plan - We Didn't Start the Fire

### In Other News

#### WHAT IS THE ACCESS AREA?

This is an area specially designed for members. If you join the mailing list, you are given free access to this area. It is here that you will find past copies of the E-News, Samples from all of the products that are produced at KCM and additional lesson plans for you to use with your classes. It is our way of saying "Thanks" for your support.

#### JOIN THE MAILING LIST

Join the Mailing list and stay updated with new releases, FREE Lesson plans, FREE Entry to the ACCESS AREA and special events hosted by Klerrisa Custom Music.

#### AVAILABLE WORKSHOPS

There are a variety of workshops organised by Kerri Lacey and Lisa Crouch. Topics include: Aural 101, HSC Performance and Musicology, and Vocal workshops.



## We Didn't Start The Fire

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### • YOU WILL NEED:

Internet connection

Youtube Video: <http://www.youtube.com/watch?v=eFTLKWw542g>

Time to research historical periods

### • ACTIVITIES:

Billy Joel has often said that he wanted to be a history teacher at one time and that his song "We Didn't Start the Fire" is homage to this. He spans about forty years of U.S. history in the song, and would be a wonderful teaching tool if used constructively.

~Play the youtube video for the students and do some preliminary background. "Have you ever heard this song before?" "Do you know who sings this song?" etc. <http://www.youtube.com/watch?v=eFTLKWw542g>

~Issue the lyrics of the song and ask the students to see if they can identify the time period in history that each section covers. Discuss their ideas. Watch the video, stopping and starting to talk about images that represent the eras.

~Lead a discussion on what events, people, and places they know of and what ones they do not.

Break up the students into groups and give each group a section of the song. They are responsible for researching the lyrics. They are to place the following with each particular person, place, etc:

-Rough date

-Location

-Historical significance

-Any connection to current events of today

-Any "fun facts" that are associated with the person, place, etc.

-Musical style of the time and musical features of that style.

Using the lyrics, these four chords (G, D, Am, C) and the information about the musical features of the era that their lyric represents, the students are to create their own version of that song.

Encourage them to look at the layers of the style and what types of lines the instruments played.

You could create a class performance of the different eras in history and present on an assembly.